DOCUMENT RESUME

ED 058 556 AC 012 277

TITLE	Handbook for Evaluating Instruction.
INSTITUTION	Los Angeles City Schools, Calif.
PUB DATE	71
NOTE	40p.; Draft copy, Prepared by the Division of Career and Continuing Education
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Education; *Administrator Guides; *Adult Education Programs; Annotated Bibliographies; Business Education; Citizenship; *Community Schools; Elementary Education; English (Second Language); *Evaluation Techniques; Fine Arts; Homemaking Education; Individualized Instruction; Industrial Education; Music Education; Nursing; Parent Education; *Teacher Evaluation; Traffic Safety

ABSTRACT

This handbook is designed to assist teachers and administrators in improving the instructional program by providing practical and specific suggestions for evaluation of instruction in community adult schools. General criteria for evaluation in all subjects are divided into the following categories: I. Classroom Organization and Management; II. Special Qualities of a Teacher in the Particular Area; III. Teaching Techniques Pertinent to the Individual Area; IV. Evaluation Techniques Appropriate to the Individual Area; and V. Safety Practices. These criteria are utilized in evaluating instruction in the following subject fields: Academic Business Education, Citizenship, Elementary Education, English as a Second Language, Fine Arts, Homemaking, Individualized Instruction, Industrial Education, Music, Nursing, Parent Education and Personal Traffic Safety. A selected bibliography is provided. (DB)

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HANDBOOK FOR evaluating instruction

LOS ANGELES CITY SCHOOLS
CAREER AND CONTINUING EDUCATION

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DRAFT COPY

HANDBOOK FOR

evaluating instruction

LOS ANGELES CITY SCHOOLS

Division of Career and Continuing Education

1971 Revision

APPROVED:

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and
Continuing Education

FOREWORD

This Handbook is designed to assist teachers and administrators in improving the instructional program by providing practical and specific suggestions for evaluation. Continual improvement of instruction also helps students to improve their achievement levels and, subsequently, the community in which they reside. For 83 years, the community adult schools in the Los Angeles Unified School District have served the needs of the community with a quality program of instruction. This program has grown from one class to the present 28 schools and 5 regional occupational centers annually serving more than 300,000 students. Professional application of the criteria for evaluating instruction will be of great value in providing even greater educational opportunities.

Appreciation is extended to the following staff members who made valuable contributions to the writing and critiquing of this publication:

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Gratitude is also conveyed to the following committee members who assisted in the development of the initial publication and to Mrs. Luella Card, Chairman of the Scope and Sequence Committee of the Curriculum Council, for her guidance on this revision: *

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Thanks are particularly conveyed to Mr. Richard J. Warren, Vice Principal, Cambria Community Adult School, for the preparation of this revision and for coordinating the selection of various materials utilized.

Special acknowledgment is made to Dr. Johns H. Harrington, Editorial Coordinator, District Publications, for his valuable assistance in revising this Handbook.

ABRAM FRIEDMAN
Assistant Superintendent
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TO ADMINISTRATORS

In the varied program offered by community adult schools, regional occupational centers, and skill centers, it is impossible to expect an administrator to be an expert in all fields. Yet it is his task to observe and evaluate instruction in every subject area and to provide educational leadership to improve instruction.

The content of this Handbook is not an "all-inclusive answer" to all of the administrator's questions, but it is a tool which he may use to judge more accurately the quality of instruction he observes. It will also be useful in providing a variety of constructive suggestions for teachers seeking to improve their performance.

In this publication, each section is introduced by a statement of objectives. An understanding of these objectives is a prerequisite to effective evaluation of instruction. In relation to the objectives of a specific course, discriminating judgment should be utilized in applying criteria. It is possible for an instructor to do an effective job of teaching without meeting all of the specific criteria, provided that the general objectives of the course are achieved.

The criteria have been divided into the following categories:

1. Classroom Organization and Management
2. Special Qualities of a Teacher in the Particular Area
3. Teaching Techniques Pertinent to the Individual Area
4. Evaluation Techniques Appropriate to the Individual Area
5. Safety Practices

General criteria related to all instruction are listed under "Criteria for Evaluation of Instruction in All Subject Fields." Specific criteria are listed for the respective subject areas.

It is recommended that the administrator preparing to evaluate instruction read the general criteria before reviewing those for specific areas, inasmuch as the basic concepts of classroom management, personal characteristics, teaching techniques, evaluative techniques and safety practices are applicable in each field. To avoid repetition and redundancy, only those qualities and techniques particularly applicable to individual subject areas are listed in the respective sections.

It is further suggested that a copy of this publication be made available to staff members whose instruction is being evaluated for their individual guidance and to stimulate suggestions for improvement of the continuing education program.

GENERAL CRITERIA FOR EVALUATION IN ALL SUBJECTS

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Provides adequate seating for all students.
2. Arranges seating assignments so that the maximum number of students may interact with each other and with the teacher.
3. Writes legibly and visibly on the chalkboard.
4. Adjusts classroom environment to minimize outside distractions.
5. Unlocks classroom door to permit easy access to students and visitors.
6. Assures proper heating, lighting, and ventilation for the learning environment.
7. Maintains teaching aids (charts, graphs, maps, and other materials) in an orderly manner and uses them in accordance with proper safety standards.
8. Plans and previews use of all supplemental teaching aids and has pertinent materials ready before class begins.
9. Maintains equipment storage space in an orderly manner.
10. Keeps work areas free of extraneous materials.
11. Leaves room and equipment in proper order.
12. Is present in his classroom at least 10 minutes before class begins.
13. Begins and ends instruction promptly at the scheduled times.
14. Observes time limits for breaks.
15. Maintains accurate attendance records.
16. Prepares an adequate number of copies of all materials planned for distribution.
17. Allots equitable time to all class members.
18. Encourages students to develop efficient work habits in everyday activities.
19. Maintains an adequate stock of materials and supplies in the classroom.

II. PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE TEACHER

A. Personal Traits

An effective teacher:

1. Conveys information orally in a fluent and efficient manner.
2. Dresses appropriately for teaching his particular subject.
3. Accepts criticism as a means to self-improvement.
4. Possesses emotional stability.
5. Displays a sense of humor that stimulates class interest.
6. Maintains a positive attitude toward his students.
7. Does not allow personal differences to affect adversely the performance of teaching duties and responsibilities.
8. Makes a concerted effort to establish and maintain positive rapport with fellow teachers and administrators.

B. Interaction with Students

An effective teacher:

1. Inspires students with enthusiasm for learning.
2. Creates a friendly atmosphere through personal conduct and standards of excellence.
3. Recognizes, understands, and respects individual differences in adult students.
4. Directs class efforts with objectivity as well as creativity.
5. Observes and evaluates student contributions on an impartial basis.
6. Does not offer himself as the one final authority.
7. Conveys own opinions and values clearly and identifies them as his own.
8. Attempts to deal with unacceptable student actions which undermine the learning atmosphere.

C. Knowledge of Subject

An effective teacher:

1. Inspires confidence because of expertise in his subject.
2. Prepares for his adult classes in a thorough manner.
3. Demonstrates ability to apply subject field skills successfully.
4. Reads so widely in his subject that he can encourage and direct independent studies.

III. TEACHING TECHNIQUES

Although it is not anticipated that all of the techniques listed below could be observed during any single class session, the evaluator will find them to be helpful in broadening his perspective. However, the list is not designed to be inclusive. Other instructional methods may also be characteristic of the successful teacher.

An effective teacher:

1. Shows vitality in management of class activities.
2. Is familiar with the course outline and plans to meet the major objectives of the course.
3. Prepares a written plan for each class session.
4. Begins each class with short review of previously learned materials.
5. Presents the objectives of the new lesson to assure understanding.
6. Summarizes lesson covered during the period and previews the next lesson before dismissing class.
7. Provides each student with an opportunity to participate during each class session.
8. Moderates and directs class discussion so that it does not digress from the topic.
9. Treats students as adults.
10. Places a brief review assignment on the chalkboard for early arrivals to encourage proper utilization of available time.

11. Presents a variety of activities within a class period and avoids using any one method of teaching for too long a time.

12. Plans work with individual groups during each session in any class containing students with several levels of ability.

13. Proceeds step by step from the old to the new only after an adequate degree of mastery of the old has been accomplished.

14. Recognizes the value of over-learning for reinforcement purposes.

15. Is aware of the adult student's need for the personal attention of the teacher.

16. Recognizes the value of student-oriented questions as learning activities for the entire class.

17. Whenever appropriate, utilizes special resources, such as guest speakers, films, demonstrations, and displays.

18. Prepares mimeographed materials for distribution to supplement each lesson for review at home.

19. Uses brief question periods during each lesson to build students' confidence and to evaluate internalization of concepts.

20. Is aware that vocabulary building is an integral part of all class work, whatever subject area is involved.

IV. EVALUATION TECHNIQUES FOR THE TEACHER

The list below is not intended to be all-inclusive, but can suggest major priorities.

An effective teacher:

1. Helps students to develop standards of self-evaluation.

2. Considers the student's total performance when issuing marks or otherwise evaluating student learning.

3. Tests conceptual thinking as well as subject matter competency.

4. Seeks student criticisms and other evaluations of course content.

5. Incorporates a variety of testing methods in the evaluation of student performance.

6. Maintains a progress record for each student which the student helps to formulate.

7. Discusses overall course objectives and general plans for the entire course so that students understand "where they are going" and can observe progress.

V. SAFETY PRACTICES

An effective teacher:

1. Familiarizes each class with emergency drills and other safety practices followed by the school.

2. Stresses proper techniques through instruction, including the administration of tests and practical application, before permitting students to use facilities and equipment.

3. Does not tolerate unsafe practices at any time.

4. Continues to be alert in correcting irregularities in safety procedures.

5. Uses common sense in any situation in which the safety of a student may be in doubt.

CRITERIA FOR EVALUATING INSTRUCTION IN SUBJECT FIELDS

ACADEMIC

Students enrolled in academic courses are normally motivated for two major reasons. First, they recognize that education creates economic opportunities. Today the high school diploma is a minimal requirement for most occupations. Yesterday's education may be obsolete and no longer adequate to meet job demands. Second, the average citizen, overwhelmed by the speed at which events occur in today's world, seeks information to cope more effectively with the complexities of modern life. In an age of scientific progress, great population changes, rapid communication, and an ever-shrinking world, adults are required to read more and know more to participate intelligently in the decision making vital to democracy.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

See General Criteria.

II. SPECIAL QUALITIES OF AN ACADEMIC TEACHER

See General Criteria.

III. TEACHING TECHNIQUES PERTINENT TO ACADEMIC EDUCATION

An effective teacher:

1. Assures that all students have a fair opportunity to share in classroom participation time.

2. Encourages the development of efficient work habits in everyday activities.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

An effective teacher:

1. Encourages adult learners to evaluate their own success or failure in terms of developing:

   a. A usable fund of reliable information

   b. An improved vocabulary and new concepts

   c. New skills

   d. Altered attitudes

   e. An ability to think in terms of values

2. Provides class members with an opportunity to help them evaluate the semester's work.

V. SAFETY PRACTICES

See General Criteria.

BUSINESS EDUCATION

Distributive Education

Instruction in this field is designed for individuals who are preparing for entry-level employment and advancement in retail merchandising, marketing, and management occupations. The major categories are sales, merchandising, real estate, finance, and management.

The program includes instruction in current principles and practices in each of the subject areas.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

See General Criteria.

II. SPECIAL QUALITIES OF A DISTRIBUTIVE EDUCATION TEACHER

An effective teacher:

1. Possesses professional training and background in the subject area.

2. Develops and maintains active participation with the business community, including membership in business and professional organizations.

III. TEACHING TECHNIQUES

An effective teacher:

1. Uses individualized instructional materials and methods to meet the needs of the students.

2. Emphasizes business vocabulary and functions of business.

3. Encourages participation in the program of experts in the field.

IV. EVALUATION TECHNIQUES

An effective teacher bases evaluation on realistic occupational success.

V. SAFETY PRACTICES

See General Criteria.

Office Education

Office education is designed to prepare individuals for entry-level employment and advancement in the following occupations: clerk-typist, general clerk, stenographer, bookkeeper, keypunch operator, and peripheral equipment operator in data processing. The instructional program

includes skill development and provision of general information about current business procedures and organization.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

See General Criteria.

II. SPECIAL QUALITIES OF AN OFFICE EDUCATION TEACHER

An effective teacher:

1. Possesses professional training and background in the subject area.
2. Is able to demonstrate business skills effectively.
3. Has an understanding of the modern business world and is familiar with business equipment and its operation.
4. Knows business vocabulary.
5. Is familiar with testing procedures and application forms used by local employers.

III. TEACHING TECHNIQUES

An effective teacher:

1. Demonstrates skills personally.
2. Utilizes a variety of classroom activities.
3. Emphasizes business vocabulary, correct English usage, and business communications.
4. Stresses only acceptable behavior and attitudes for success in office occupations.
5. Presents instruction to develop understanding of business organization.
6. Stresses respect for others in working relationships.

IV. EVALUATION TECHNIQUES

An effective teacher:

1. Uses standards comparable to those required for occupational success.
2. Uses proficiency awards for different levels of achievement as stimulation for further upgrading of skills.

V. SAFETY PRACTICES

See General Criteria.

CITIZENSHIP

Citizenship education is offered to help those persons who have made the United States their adopted country develop an understanding and appreciation of American ideas and institutions; to teach federal, state and local government; to teach the responsibilities as well as the benefits of citizenship; and to develop a better understanding of the nation and its people.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

See General Criteria.

II. SPECIAL QUALITIES OF A TEACHER OF CITIZENSHIP

An effective teacher is a United States citizen with a knowledge of American culture and a deep appreciation of its values for the individual.

III. TEACHING TECHNIQUES PERTINENT TO CITIZENSHIP

An effective teacher:

1. Is aware that students who are aliens frequently have a language problem and uses a vocabulary directed to the ability level of the students.
2. Provides all students with an abundance of opportunities to practice English through speaking, reading, and writing.
3. Plans use of topics dealing with American customs, ideals, and institutions as a regular part of class work.
4. Concerns himself with concepts as well as information.
5. Strives to develop stimulating discussion through skillful framing of questions.
6. Places emphasis on instruction concerning the structure of the federal government.
7. Utilizes all types of instruction to provide a variety of activities.
8. Contrasts and compares legislative procedures in the United States with those of other nations.
9. Provides recognition for those students who already have successfully become citizens.
10. Utilizes personnel of the Department of Immigration and Naturalization for resource purposes.
11. Provides sample forms and supportive applications for citizenship so that students may practice completing them.

IV. EVALUATION TECHNIQUES APPROPRIATE TO THE CITIZENSHIP AREA

An effective teacher uses methods comparable to actual Immigration and Naturalization testing procedures.

V. SAFETY PRACTICES

See General Criteria.

ELEMENTARY EDUCATION

Many adults who return to school after a number of years have elapsed find that it is necessary to attend classes in elementary school subjects. These adults need to regain skills they once had in order to enter a high school or vocational program. Other adults who are having their first experience in a formal school situation, or who had dropped out of school in the early grades, find their needs are met by proceeding through a sequentially developed program of study qualifying for an 8th-grade diploma.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Provides carefully structured lessons, based upon extensive advance planning.
2. Groups students according to ability for instruction in specific areas.
3. Organizes material so that students are engaged in worthwhile educational activities throughout the period.

II. SPECIAL QUALITIES OF A TEACHER OF ELEMENTARY EDUCATION

An effective teacher:

1. Possesses patience, kindness, and gentleness, attributes that are particularly important in dealing with slow-learning adults.
2. Is generous with praise for accomplishments.
3. Is willing to take time to analyze needs of individual students.

III. TEACHING TECHNIQUES PERTINENT TO ELEMENTARY EDUCATION

An effective teacher:

1. Uses vocabulary commensurate with the student's ability.
2. Relates learning activities in class to everyday life.
3. Utilizes reading materials on an adult interest level.
4. Presents instruction in all subject areas in relation to adult levels of experience.

IV. EVALUATION TECHNIQUES APPROPRIATE TO ELEMENTARY EDUCATION

See General Criteria.

V. SAFETY PRACTICES

See General Criteria.

ENGLISH AS A SECOND LANGUAGE

From the viewpoint of the student enrolled in an ESL class, English is a foreign language. Modern methods of teaching a foreign language are therefore recommended in courses of this type. It is important that teachers keep in mind that the primary objective of these classes is to develop an ability for oral communication. Achieving this goal necessitates a carefully planned, sequentially developed instructional program in which students have numerous opportunities to hear and speak English within a controlled learning environment.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

See General Criteria.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

1. Has a pleasant voice, free of a pronounced foreign accent.
2. Uses good diction based on accepted standards of usage.
3. Has sufficient physical stamina to maintain an enthusiastic teaching program.
4. Transmits to students a feeling that each is accepted for his individual worth.
5. Pursues a strict policy of promoting students of ability to more appropriate grade levels as soon as possible.
6. Utilizes modern foreign language teaching methods.

III. TEACHING TECHNIQUES

An effective teacher:

1. Assumes responsibility for the sequential development and orderly presentation of the subject matter.

2. Divides the task of learning English into small units.

3. Emphasizes a single language pattern to be mastered and used by the student through brief, intensive drills.

4. Recognizes that teaching new material involves motivation, demonstration, student trials, correction, repetition, and evaluation.

5. Is aware that modern methods are predicated on the sequential development of hearing, speaking, reading and writing skills in that order.

6. Directs instruction concerning vocabulary and structure to the student's level of understanding.

7. Employs conversation topics in which carefully controlled questions and answers relate meaningfully to the lives of the students.

8. Speaks in a normal manner to give students the experience of hearing and understanding English as it is normally spoken.

9. Provides extensive practice on stress and intonation.

10. Utilizes objects, pictures, simple chalkboard drawings, and dramatizations to explain meaning. To help students learn to think in English, avoids use of translations.

11. Acts as a model for students' imitation.

12. Corrects students' responses immediately to re-establish the correct pattern for the individual as well as the class.

13. Utilizes the pattern drill to its fullest extent by maintaining the following four-part routine:

    a. Teacher stimulus
    b. Student's response
    c. Teacher's correction
    d. Student's repetition

14. Proceeds from group repetition to individual response only after adequate time has been allotted for the individual to perform successfully.

15. Organizes the lesson to sustain student interest and to provide many opportunities to practice the skill being learned.

16. Uses reading assignments to reinforce the pattern of the spoken language.

17. Adheres to the basic principles of audio-lingual language teaching.

18. Does not ask students to read materials not understood and practiced orally. Does not ask students to write materials which have not been read, spoken, and understood.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

An effective teacher:

1. Evaluates continually but informally.

2. Uses the results of evaluations in planning succeeding lessons.

3. Utilizes all types of testing methods: oral, reading, and writing.

V. SAFETY PRACTICES

See General Criteria.

FINE ARTS

The continuing education art program develops in students an understanding of working methods, materials, and craftsmanship and the judgment required to utilize the techniques of drawing and painting. Teachers take into consideration individual creative ability.

Art is an international language which appeals directly to the senses, opens new vistas, and enables one to view the world in a broader perspective. Through the language of art, the student's horizons are expanded, and he is associated more closely with his community's art activities.

The artist accumulates, assembles, and composes in a material medium a number of desires, intentions, and conditions received from all parts of his being. Through this process, he becomes a more sensitive and cultured individual, is able to enjoy the functional use of art, and can appreciate the nuances of art in everyday life.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Assures that each student has adequate work space.

2. Arranges work surfaces so that all students may have optimum view of demonstrations and set-ups.

3. Has all painting and drawing materials neatly contained.

4. Provides for adequate storage space for essential equipment.

5. Plans in advance for set-ups which stimulate and challenge students.

6. Supervises personally room clean up operations.

II. SPECIAL QUALITIES OF THE FINE ARTS TEACHER

An effective teacher:

1. Strives to encourage each student to develop his own style.

2. Shows moderation in clothing styles, mannerisms, and speech.

3. Possesses interest in all creative media and encourages his students to experiment in any which interest them.

4. Has broad artistic training and can demonstrate many varied techniques with clear oral explanation.

III. TEACHING TECHNIQUES PERTINENT TO FINE ARTS

An effective teacher:

1. Uses both lecture and demonstration techniques, followed by assignment of specific projects.

2. Plans for a wide spectrum of student ability.

3. Plans for both individual and group instruction.

4. Provides instruction in the history of art as well as in the creation of it.

5. Encourages students to keep notebooks and sketchbooks for class notes, charts, and diagrams.

6. Makes use of visual materials to demonstrate styles and techniques.

7. Informs students regarding local professional and non-professional exhibits.

8. Arranges for student exhibits.

IV. EVALUATION TECHNIQUES FOR FINE ARTS

An effective teacher:

1. Involves class members in critiques of their own work.
2. Encourages students to compare early work with their present work.
3. Assigns advanced students to conduct projects outside the classroom.
4. Plans and supervises exhibitions to be presented by the students at the end of the semester.

V. SAFETY PRACTICES

An effective teacher:

1. Is certain that all paint rags are disposed of in metal containers.
2. Organizes classroom so that exits are clear of obstructions.
3. Uses only safe appliances for lighting.
4. Supervises personally room clean up, including removal of:
   a. Paint spots, dropped clay, spilled materials
   b. Equipment

HOMEMAKING

Education for homemaking on the adult level is dedicated to helping people improve their skills as well as gaining satisfaction from their role as homemakers. Creative teachers, teaching a multiple of skills and methods, transmit pertinent information and instruction in the homemaking arts. The student, by exercising her own decision and judgment relative to homemaking problems, develops insight into the technical, managerial, and human relations aspects of daily life. Adult education homemaking is remedial as well as continuing and develops a more mature appreciation and enjoyment of home and family life.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Organizes a system for distribution, maintenance, and return of school supplies and equipment.
2. Assures that ironing board covers are clean and tight.
3. Reports any malfunction of equipment for immediate repair.

II. SPECIAL QUALITIES OF A HOMEMAKING TEACHER

An effective teacher:

1. Recognizes and demonstrates appropriateness of attire by her personal appearance.
2. Does not criticize other teachers whose methods may differ.
3. Shows equal interest in all projects, regardless of the quality of the materials being used.

III. EFFECTIVE INSTRUCTIONAL TECHNIQUES IN HOMEMAKING

An effective teacher:

1. Understands the culture of the area in which the school is located and adapts the course to the needs of the students.
2. Incorporates instruction in problem solving, decision making, and consumer education into appropriate lessons.
3. Develops step-by-step samples to show details of construction units.
4. Presents interesting fashions and related items, both historic and current.

5. Channels requests for service into teaching units.

6. Encourages and expects students to keep notebooks.

For further information, the administrator may wish to consult the section on Individualized Instruction, pages 18 and 19.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

An effective teacher:

1. Provides an opportunity for presentation of student fashion shows.

2. Encourages advanced students to solve problems without teacher assistance.

3. Includes consideration of grooming and neatness as part of evaluation.

4. Arranges for mock banquets and parties to provide students with planning practice.

V. SAFETY PRACTICES

An effective teacher:

1. Assures that students pass the appropriate safety tests before they use equipment.

2. Maintains safety tests on file for the prescribed time.

3. Does not permit children in class except when being fitted as part of mother's instruction.

4. Observes good habits in use of electricity and electrical appliances.

5. Uses common sense in assuring the safety of students.

INDIVIDUALIZED INSTRUCTION

In many continuing education classes, use of individualized instruction is becoming more and more prevalent. In Individual Study Laboratories, Programmed Instruction Classes—indeed, in many areas of the traditional curriculum—teachers are now conducting a considerable amount of individual instruction. To evaluate instruction objectively in such instances, the administrator must use appropriate criteria. Further, it is important that the administrator becomes familiar with these new criteria. Individualized instruction will continue to grow in stature and use.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Has the room arranged for use by small groups and individual students.
2. Collects and arranges learning materials in advance so that students may proceed to work without delay.
3. Develops automated materials to assist with and expedite learning.
4. Manages and directs rather than orders and enforces.
5. Encourages students to assist one another.

II. SPECIAL QUALITIES OF A TEACHER IN INDIVIDUALIZED INSTRUCTION

An effective teacher:

1. Is truly interested in his students as individuals and strives to know them well.
2. Keeps abreast of new publications and other materials through extensive reading and participation in professional organizations.
3. Is familiar with standard tests used for measurement in various areas.

III. TEACHING TECHNIQUES

An effective teacher:

1. Makes extensive use of programmed and semi-programmed workbooks and other materials.
2. Utilizes materials of varying levels of difficulty in each subject.

3. Moves constantly from group to group and from individual to individual, giving encouragement, direction, and evaluation.

4. Encourages students to set their own pace and to maintain it.

5. Prepares materials to supplement published texts.

6. Works with students at their work stations.

7. Provides for use of a variety of materials in a given field to stimulate the enthusiasm of students.

IV. EVALUATION TECHNIQUE

An effective teacher:

1. Encourages students to evaluate their own progress.

2. Administers tests regularly and frequently after small segments of instruction to develop and sustain momentum.

3. Encourages students to maintain records of units completed, tests taken, and progress achieved.

4. Emphasizes that there is no "failure" in not passing a test the first time, but encourages students to continue striving.

V. SAFETY PRACTICES

See General Criteria.

INDUSTRIAL EDUCATION

Industrial Education is that phase of vocational education concerned with the preparation and/or upgrading of the skills of individuals for employment in industry, ranging from the semi-skilled worker to the highly skilled craftsman or technician. The instructional program reflects the practices and techniques used in modern industry.

Specific objectives of Industrial Education are to:

1. Prepare the individual for gainful employment in skilled trades, service occupations, or semi-professional technical occupations.

2. Provide extension or supplementary instruction for further development of performance skills, technical knowledge, and related industrial information for upgrading of qualifications and job promotion of the individual presently employed in trade and technical occupations.

3. Provide exploratory industrial activities for young people who are in the process of choosing their careers and useful, satisfying avocational activities for those persons with leisure time.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Utilizes an effective organization for maintenance and storage of supplies, tools, and equipment.

2. Conducts organized procedures for payment of required fees by the students.

3. Makes every effort to work cooperatively with other teachers using shop facilities.

4. Follows a well-organized plan for periodic inspection and maintenance of all equipment.

5. Assures that tool storage space is well-stocked and well-maintained.

II. SPECIAL QUALITIES OF A TEACHER OF INDUSTRIAL EDUCATION

See General Criteria.

III. TEACHING TECHNIQUES PERTINENT TO INDUSTRIAL EDUCATION

An effective teacher:

1. Plans for both individual and group instruction.

2. Follows a system for equitable use of all equipment.

3. Seeks to guide rather than perform specific operations for all students.

4. Utilizes all special talents of students.

5. Provides realistic, practical, and problem solving situations similar to those encountered in industry.

6. Uses models and a variety of other appropriate teaching resources in class demonstrations.

7. Plans class activities which are balanced to meet the needs of all students.

IV. EVALUATION TECHNIQUES APPROPRIATE TO INDUSTRIAL EDUCATION

An effective teacher uses frequent technical and manipulative, as well as attitudianal, evaluation methods.

V. SAFETY PRACTICES

The following list is not designed to be all inclusive, but it directs attention to key safety practices and potential major hazards.

An effective teacher:

1. Administers safety tests and retains them on file for the prescribed period.

2. Adheres to safety provisions related to the following:

   a. General housekeeping

   b. Guards on machines

   c. Proper lighting

   d. Floor cleanliness

   e. Proper ventilation

   f. Storage materials

   g. Storage of flammables

   h. Adequate supervision

3. Turns off power when leaving the room (required by law).

4. Assures that safety practices are observed in the use of electrical equipment.

5. Verifies that students wear proper eye and body safety devices or clothing.

MUSIC

Responding to music is the most natural thing in the world, to judge from the multitude of people who sing, dance, hum, whistle, nod, and tap. Understanding music would seem to be a more complicated affair, to judge from the endless books and lectures that attempt to clarify its meaning. To respond to music is to feel its pervading charm. To understand music is to perceive its underlying unity, form, and meaning.

Knowledge brings a desire for participation--the thrill of performance alone or with many in harmony; the skill of performance as a culmination of a period of intense discipline and study; the interpretation of the work of a master; the development of discrimination and taste; and the pleasure of bringing happiness to others. To maintain this climate in which rare creative talents can flourish and to provide constructive outlets for leisure time are the contributions of music education to the program of learning in community adult schools.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Obtains and maintains in good order the special equipment necessary for the music program, such as orchestra chairs, music stands, and pianos and other school-owned musical instruments.

2. Arranges for proper storage of materials and supplies, especially scores on loan from music stores or libraries.

3. Assigns students in general music classes regular seats whenever possible.

4. Maintains records to account for all instruments and supplies of instruction.

II. SPECIFIC QUALITIES OF A TEACHER OF MUSIC

An effective teacher:

1. Enthusiastically supports his school and community in musical productions.

2. Possesses a positive, empathetic, dynamic personality.

3. Is a performer in order to inspire quality in student productions.

III. TEACHING TECHNIQUES PERTINENT TO MUSIC INSTRUCTION

An effective teacher:

1. Makes the necessary scores and other materials available to achieve course objectives.

2. Plans selection of music in a broad range of styles and types to interest the entire class, allowing for divergence in abilities.

3. Develops an artistic model or goal which represents a high degree of artistic perfection and which can become the mutually accepted goal of student performing groups.

4. Encourages students to attend concerts by outstanding groups and individual performers.

IV. EVALUATION TECHNIQUES APPROPRIATE TO MUSIC

An effective teacher:

1. Stresses presentation of regular class recitals as well as public performances.

2. Provides opportunities for group evaluation through demonstration programs.

3. Evaluates the performance of students in theoretical or general music through utilization of appraisal procedures characteristic of other types of classes.

V. SAFETY PRACTICES

See General Criteria.

NURSING

The nursing education program which includes R.N. refresher courses, Vocational Nursing, Practical Nursing, Nursing Aide, and Home Nursing, is broad in scope and intensive in application. Instruction in these subjects prepares the student to use knowledge and skills effectively in performing duties relating to the various areas of nursing service.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Arranges furniture and equipment to allow for most efficient use.

2. Plans storage space for necessary equipment and supplies, such as linens, beds, and Chase Hospital Doll.

II. SPECIAL QUALITIES OF A NURSING TEACHER

An effective teacher:

1. Establishes rapport with students.

2. Exemplifies professional attitudes.

3. Maintains a professional appearance.

4. Keeps informed regarding advances in nursing and education.

5. Understands student motivation.

III. TEACHING TECHNIQUES PERTINENT TO NURSING INSTRUCTION

An effective teacher:

1. Coordinates and integrates the presentation of practical units with applicable theory.

2. Sets up laboratories for instruction in specific hospital procedures.

3. Uses the instructional method best suited for the subject area being taught.

4. Invites guest speakers to present lectures and demonstrations when this technique strengthens the program.

5. Understands and utilizes instructional materials and other resources.

6. Uses the patient facility for instruction in hospital procedures and the use of hospital equipment.

7. Uses hospital type charts and forms for instruction.

8. Encourages students to acquire additional education, particularly those needing improvement in basic skills.

9. Maintains district standards.

10. Maintains good working relations with the patient facility.

IV. EVALUATION TECHNIQUES APPROPRIATE TO NURSING EDUCATION

An effective teacher:

1. Evaluates constantly through observation and administering of written examinations.

2. Prepares students for the district-wide testing program.

3. Evaluates students' procedural knowledge through the use of actual hospital check sheets.

V. SAFETY PRACTICES

An effective teacher:

1. Administers safety tests before permitting students to use equipment.

2. Stresses importance of proper hand washing techniques.

3. Instructs in the proper handling of oxygen and electrical equipment.

4. Emphasizes the importance of solution temperature.

5. Instructs in specific care of equipment and the sterilization process.

6. Provides instruction in proper position of the bed crank.

7. Provides special instruction in body mechanics, including the correct procedures for lifting and moving heavy patients.

8. Stresses safety rules prescribed by the facility in which the students receive practice in applying what they have learned.

PARENT EDUCATION

Much of what children learn is based upon what parents teach, and the goal of Parent Education is to help parents learn to recognize and to accept their teaching role. The parent education process engages the parent in determining his own values for his child. The parent views alternative self-behaviors and assesses their potentials for accomplishing effective socialization of the child, compatible with the parent's values. The acquisition of knowledge and skills contributes to the development of increasing parental and child competence and confidence. Parental competence enhances the learning process in the child and contributes to constructive relationships within the family.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. All Parent Education Classes

An effective teacher:

1. Utilizes the discussion method more than any other; whenever possible, arranges the seating so that each student can see the face of every other class member.

2. Arranges for child care outside of the classroom.

B. Child Observation

An effective teacher:

1. Provides useful and meaningful materials for young children. These may not appear to be orderly nor attractive to an eye accustomed to a traditional classroom.

2. Provides a safe area and adquate supervision for children during adult discussion period.

3. Instructs supervising mothers in their duties and responsibilities during the discussion period.

4. Provides sufficient materials to keep children actively engaged and content while separated from their mothers.

5. Arranges that all adults and children wear name tags to develop working group relationships.

6. Assigns adult students as chairmen for activities, such as work with paint or clay, and serving of fruit juice.

7. Provides a written summary of class discussion for mothers assigned to yard duty. Assigns a recorder to prepare this summary.

8. Appoints a class member as hostess to a new student during the semester. This hostess may explain routines and duties and perform introductions.

II. SPECIAL QUALITIES OF A TEACHER OF PARENT EDUCATION

A. All Parent Education Classes

See General Criteria

B. Child Observation

An effective teacher:

1. Is calm and soft spoken in working with young children.
2. Has the ability to enforce rules in a firm but friendly manner.
3. Strives for cooperation and assistance from all mothers in the activities provided for the children. This participation is an important part of the learning process.
4. Is well prepared to work with children as well as to conduct effective adult discussion.

III. TEACHING TECHNIQUES PERTINENT TO PARENT EDUCATION

A. All Parent Education Classes

An effective teacher:

1. Involves students in the planning process so that they learn to assume duties and develop special skills.
2. Recognizes that the discussion method is the most commonly used technique in this subject area and the most effective. The brief lecture definitely takes "second place."
3. Utilizes a variety of teaching methods, such as presentation of films, sociodramas, role playing, panels, resource personnel, and literature.
4. Has a sound knowledge of group dynamics.
5. Employs problem-solving techniques which the students in turn learn to use.
6. Utilizes topics suggested for discussion, introducing them through presentation of ideas that stimulate interest.
7. Refers to source materials to encourage further individual study.
8. Recognizes that students learn from each other through the sharing of ideas, expectations, and experiences.
9. Avoids giving advice but provides helpful information.

10. Uses questions to stimulate thinking and encourage discussion of valuable experiences.

11. Uses frequent summaries within the discussion for clarification and reinforcement of learning.

12. Encourages the acceptance, recognition, and identification of group members.

13. Recognizes individual needs for specialized therapeutic services and is familiar with the referral procedures.

14. Is sensitive to differences in groups and bases approach and content of the course on the needs of each group.

15. Makes students aware of the philosophy and purposes of parent education.

16. Accepts his role in:

    a. Enabling as many persons as possible to enter the program.
    b. Describing what the program is.
    c. Defining basic criteria for participation.
    d. Delineating the learning process and the questions that evolve.
    e. Pointing out the range of alternatives and helping students to recognize consequences.
    f. Assuring maximum freedom of choice.
    g. Engaging parents in the process of evaluation.

B. Child Observation

An effective teacher:

1. Plans and demonstrates an appropriate sequence of learning for young children.

2. Uses mother-student work activities for guidance of children and for supervision of play activities.

3. Encourages students to assume responsibility for children's activities, freeing herself for overall supervision and consultation with individual parents.

4. Uses mimeographed materials extensively to provide students with a permanent record of class progress.

5. Posts a daily plan so that all students may be informed of the day's activities.

6. Urges students to keep comprehensive observation records, emphasizing their value and regularly commenting upon them.

IV. EVALUATION TECHNIQUES APPROPRIATE TO PARENT EDUCATION CLASSES

A. All Parent Education Classes

An effective teacher:

1. Is aware that evaluation is an ongoing process.
2. Recognizes that the main objective in Parent Education is change of attitude and measures the extent of change through observation of behavior.
3. Notes that growth in class members' ability to work as a group is one measure of effective teaching.

B. Child Observation

An effective teacher:

1. Recognizes that mother-student child observation records can be used as evaluative devices.
2. Encourages students to express personal goals at the beginning and the end of the course; compares them to evaluate growth and to measure teacher's success in modifying behavior.

V. SAFETY PRACTICES

A. All Parent Education Classes

See General Criteria.

B. Child Observation

An effective teacher:

1. Administers safety tests to all students and thoroughly discusses content with them.
2. Conducts a unit on safety in class and at home, as provided for in the curriculum.
3. Assures that unsafe situations for children are called to the immediate attention of the students.
4. Because of the danger of contagion, sends students or children home immediately who have any signs of illness.

PERSONAL TRAFFIC SAFETY

The Adult Personal Traffic Safety Course is designed to strengthen community traffic safety through the improvement of driving attitudes and practices of drivers convicted of traffic violations. Helping the individual student to retain his driving privileges is a secondary objective.

Generally speaking, the student who has been referred to the class by the court is not pleased to be present in the classroom. If the student's evaluation of himself is typical, he believes that he is a good driver, not deserving of this treatment, and regards his presence in the classroom as unrewarding and totally unnecessary.

The challenge to the Adult Personal Traffic Safety teacher is therefore compounded by an unwilling, hostile student who considers his own knowledge in the subject field to be equal to, or surpassing, that of his teacher.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

An effective teacher:

1. Maintains assigned equipment and media in good condition.
2. Follows an organized procedure for registration and collection of tuition fees.
3. Prepares his register and court sheets outside of class time.
4. Makes every effort to cooperate with other teachers and administrators.

II. SPECIAL QUALITIES OF AN ADULT PERSONAL TRAFFIC SAFETY TEACHER

An effective teacher:

1. Possesses professional background and training in the field of traffic safety.
2. Has expert knowledge of all laws pertaining to highway use and vehicle operation.
3. Keeps informed concerning new interpretations in court cases and new legislation affecting his subject field.
4. Demonstrates an ability to establish rapport with non-voluntary, hostile students.
5. Enforces school and court regulations in a firm and friendly manner.

III. TEACHING TECHNIQUES

An effective teacher:

1. Prepares lesson plans to achieve the objectives of each class period and of the course.

2. Provides for frequent changes of activities to sustain student interest.

3. Demonstrates a facility in the use of all instructional audio-visual techniques.

4. Uses group discussion and class interaction techniques rather than the authoritarian lecture method.

5. Reviews the lesson with probing questions to determine the achievement of objectives.

6. Previews the next lesson and presents some thought-provoking statements to stimulate interest.

IV. EVALUATION TECHNIQUES FOR THE TEACHER

An effective teacher:

1. Encourages students to evaluate their own:

   a. Modifications of attitudes toward traffic situations.
   b. Utilization of defensive driving skills.
   c. General driving behavior.

2. Provides opportunities for students to:

   a. Evaluate course content.
   b. Assess methods of presentation.
   c. Make suggestions for course improvement.

V. SAFETY PRACTICES

See General Criteria.

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